Indiana's Response to Intervention Academy

Universal Screening and Progress Monitoring

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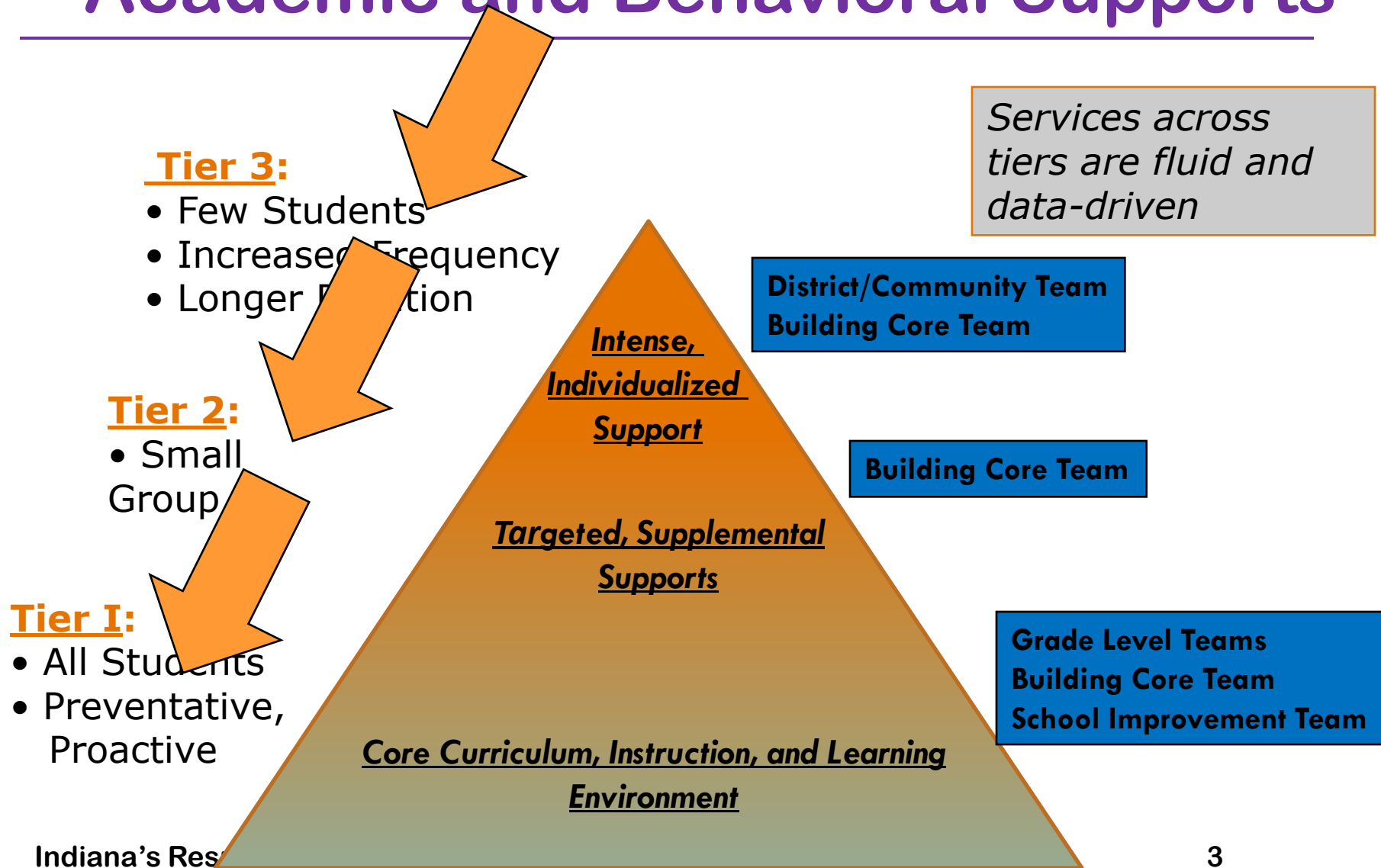
Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Services across tiers are fluid and data-driven

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting My Presentation to Indiana's Vision of RTI

- Understand how screening and progress monitoring are similar and how they are different
- Appreciate the value of assessment data in making informed instructional and placement decisions
- Learn what important questions you can answer with screening and progress monitoring data
- Discover resources to assist in selecting screening and progress monitoring assessment tools
- Determine who is struggling using screening data
- Examine a child's RTI using progress monitoring data

For data analysis techniques to be valuable to educators, the techniques must enhance the chance that educators gain insight into student performance and that they translate this insight into improved educational experiences for children.

Screening and Progress Monitoring do this!

All assessment activities should relate to <u>prevention</u> and <u>intervention</u> efforts.

School Psychology: A Blueprint for Training and Practice III (Ysseldyke et al., 2006, p. 18).

□ **If your assessment efforts are not**

   ■ **aligned to curriculum and instruction**

   ■ **used in the context of general school improvement efforts**

  ….then your assessments efforts are essentially worthless…

Ikeda, Neesen, & Witt, 2008

- We can only prevent and intervene if we know what to prevent and with whom
- We can only know this information if we assess our students
- We need data to substantiate teacher's or parents' "gut feelings" about struggling students

"Without data, you are just another person with an opinion."

Boeing Aircraft Company

Two RTI assessment "types"

1. **Universal Screening**
   - **Benchmarking**

2. **Progress Monitoring**

Universal Screening: Definition and Purpose

- Definition: Universal screening is the administration of an assessment to *all* students in the classroom, grade, school or district.

- Frequency: 2-3 times a year

- Purpose: To determine which students may be struggling with certain skills (e.g., phonological awareness or reading fluency)

Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

Progress Monitoring: Definition and Purpose

- **Definition: Progress Monitoring is the administration of an assessment to *some* students in the classroom, grade, school or district.**

- **Frequency: Usually every week, but at least every month**

- **Purpose: To determine which students respond to intervention and which students are in need of more intensive supports**

With regard to frequency of assessment…

Tier 3:
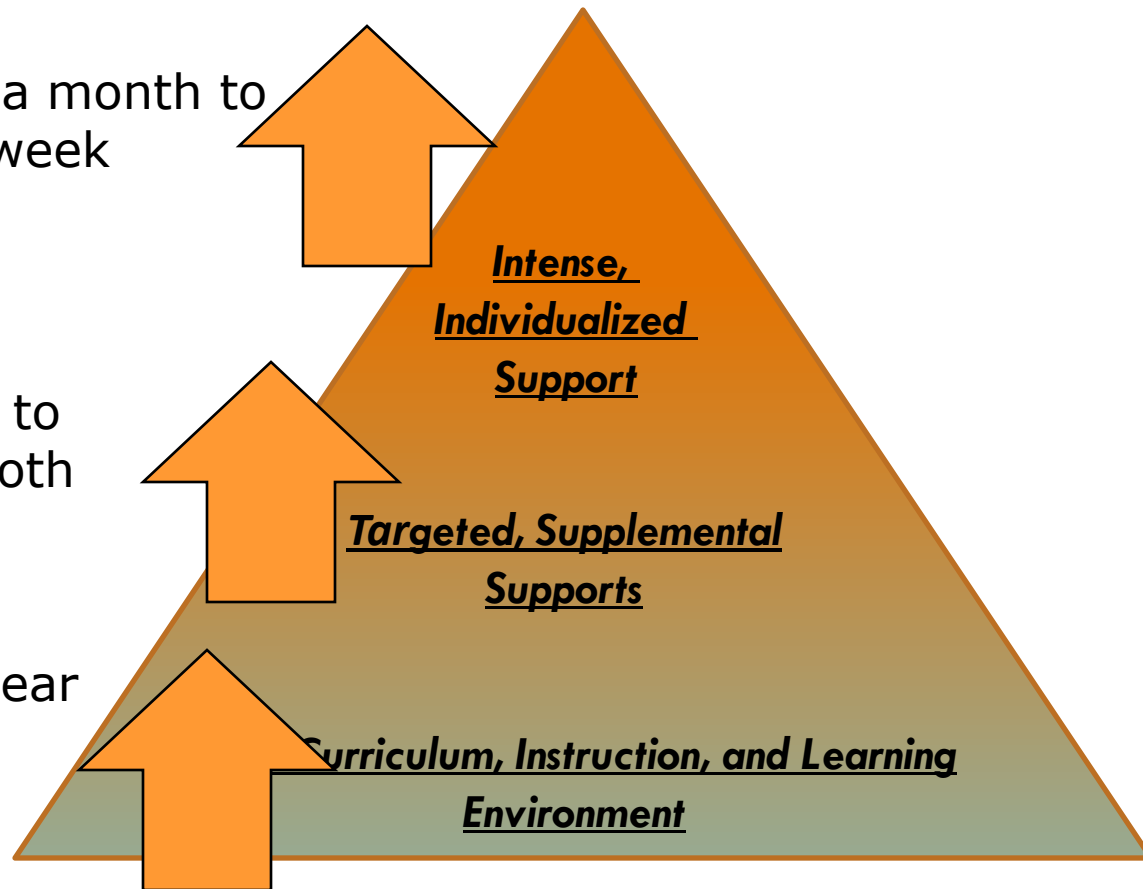• Twice a month to once a week

Tier 2:
• Monthly to twice a moth

Tier I:
• 2-3 times a year

Intense, Individualized Support

Targeted, Supplemental Supports

Curriculum, Instruction, and Learning Environment

- A professional license is nice, but not necessary to conduct universal screening
- What IS necessary:
    - Professional ethics: Test security, confidentiality and sensitivity
    - Sufficient training
    - Sufficient practice and feedback
    - Administration fidelity

Mark Shinn: *Organizing and Implementing a Benchmark Assessment Program*

Who collects progress monitoring data?

- ❑ **Preferably the person who is implementing the intervention (e.g., classroom teacher)**

- ❑ **Anyone who is interested in improving results for children should be implementing progress monitoring. Whether you are a regular educator, special educator, related service provider, administrator, or family member, you should be interested in implementing research-based progress monitoring practices.**

http://www.studentprogress.org/progresmon.asp#3

Benefits of universal screening

- **Global indicators of the overall academic or behavioral "health" of a system and the individuals within the system**
  - **% at risk, % some risk, % low risk**
- **Helps identify prevalence and severity of problems so resources can be applied efficiently**
- **Allows personnel to make judgments about effectiveness of supports provided and need for adding or reducing supports**

Ikeda, Neesen, & Witt, 2008

Good universal screeners help data teams answer all the following

- How is each student responding to instruction?

- How many students are at risk for failure?

- Is the current core instruction effective?

- Which students may need additional assessment?

- What levels of resource support might be needed to promote desired (criterion-level) performance?

Ikeda, Neesen, & Witt, 2008

Benefits of progress monitoring

- Accelerates learning because students are receiving more appropriate instruction
- Allows for more informed instructional decisions
- Documents student progress for accountability purposes
- Yields more efficient communication with families and other professionals about students' progress
- Promotes higher expectations for students by teachers
- Leads to fewer Special Education referrals

Good Progress Monitoring Helps Set Realistic, Attainable, Measurable Goals

Goal: (Student name) will be able to read (#) grade level reading passages at a rate of (#) words read correctly per minute with an accuracy rate of 95% or above on 3 consecutive reading passages by (date intervention will end).

Assessment, Curriculum, & Instruction

□ **Assessment (screening and progress monitoring) is a necessary, but not sufficient component of an aligned service delivery system**

□ **Must also have curriculum and instruction that complements each other and assessment practices or findings**

Ikeda, Neesen, & Witt, 2008

Assessment ... Whom?
Curriculum ... What?
Instruction ... How?

Criteria for selecting Universal Screening and PM instruments

- ☐ **Easily administered to groups of students**
- ☐ **Brief in administration time**
- ☐ **Repeatable over time**
- ☐ **Sensitive to change**
- ☐ **Valid and reliable**

Ikeda, Neesen, & Witt, 2008

Resource to assist in selecting assessment tools

http://www.studentprogress.org/chart/chart.asp

Academic Screeners

Frequently use CBM (name brands include DIBELS, AIMSweb, STEEP), but others are acceptable

- **CBA: 1 minute readings of Dolch Word List**
- **Norm-Referenced Assessments: WJ Reading Mastery Test-Word Identification Test, Yopp-Singer Test of Phoneme Segmentation, CTOPP, ISTEP, NWEA**
- **ISTAR**
- **Acuity**

Behavioral Screeners

- **Office discipline referrals**
- **Attendance**
- **Suspension/expulsion data**
- **Sociometric ratings**
- **Teacher ratings**
- **SWISS**

School Options Regarding Assessment

- **Selection** of the assessment instruments
  - Use criteria discussed in previous slide

- **Frequency** of the assessments
  - Recommendations offered in research

- **Criteria** used to determine which students are in need of intervention

Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

A closer look…

Criteria used to determine which students are in need of intervention…

- ■ **Somewhat subjective**
- ■ **Subject to available resources**

Regardless of the school or district's plan for implementing a universal screening and progress monitoring process, the school's resources need to be organized so students who are struggling can be identified and can receive the services they need in order to be successful.

Ikeda, Neesen, & Witt, 2008

Universal Screening Criteria

1. **Regardless of the type of universal screening measure used, rank ordering according to scores (highest to lowest) is used to identify the lowest performing students in a class or grade level**

2. **Students with the lowest scores are identified as struggling students**
   - **Struggling students are those who may benefit from additional support**

Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

Universal Screening Criteria

3. Depending on available resources, teachers, time, etc. select:

    1. A set number of students from among the lowest ranked (e.g., the bottom eight students), or

    2. A certain percentage of the lowest performing students (e.g., the bottom 20 percent of the class or grade).

Adapted from http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

Sample classwide universal screening data

Class Distribution by Scores and Percentile
SASP Elementary School
Grade 3 – Ms. ELS Fall 2007-2008
English Reading – Curriculum Based Measurement
Universal Screening Results

Well Above Average ≥ 138 WRC (90th % ile)

Name	WRC	Errors	Accuracy	Performance
Samuel	161	1	99.4%	Well Above Average
Yolanda	145	2	98.6%	Well Above Average

Above Average ≥ 114 WRC (75th % ile)

Name	WRC	Errors	Accuracy	Performance
Jake	137	0	100%	Above Average
Abby	132	4	97.1%	Above Average
Elizabeth	122	6	95.3%	Above Average
Andy	116	2	98.3%	Above Average

Average ≥ 55 WRC (25th % ile)

Name	WRC	Errors	Accuracy	Performance
Caroline	108	3	97.3%	Average
Gaby	99	6	94.3%	Average
Rachel	91	2	97.8%	Average
Li	88	0	100%	Average
Sarah	76	0	100%	Average
Jack	73	3	96.1%	Average
Tom	61	0	100%	Average
Rafael	55	3	94.8%	Average
Scott	55	0	100%	Average
Nelda	54	0	100%	Average

Tier 1

Below Average ≥ 38 WRC (10th % ile)

Name	WRC	Errors	Accuracy	Performance
Kiley	52	4	92.9%	Below Average
Sarah	52	0	100%	Below Average
Chris	51	3	94.4%	Below Average
Paige	50	0	100%	Below Average
Nate	46	3	93.9%	Below Average
Yamira	46	0	100%	Below Average
Steve	40	5	88.9%	Below Average

Tier 2

Well Below Average < 38 WRC

Name	WRC	Errors	Accuracy	Performance
Adrian	33	8	80.5%	Well Below Average
Vladmir	32	7	82.1%	Well Below Average
Tolga	29	6	82.9%	Well Below Average
Connie	23	7	76.7%	Well Below Average
Rod	22	6	78.6%	Well Below Average

Tier 3

Note: When determining who struggles

- **If the standard is set too high, students who do not need intervention may be identified, and the school's resources could be strained because too many students are receiving intensive, expensive services that they do not need.**

- **On the other hand, if the standard is set too low, students who are struggling may not receive needed intervention.**

Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

After Screening, How Progress Monitoring Comes into Play

- ☐ **Students identified as struggling based on the universal screening receive frequent progress monitoring of their performance in Tier 1**
  - Intervention may be added
  - Core curriculum tweaked or intensified

Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

□ **After each intervention session or on a regularly scheduled time frame, a progress monitor assessment is administered**

- ■ **The teacher or student plots the score on an individual graph**

Sample CBM Progress Monitoring Graph
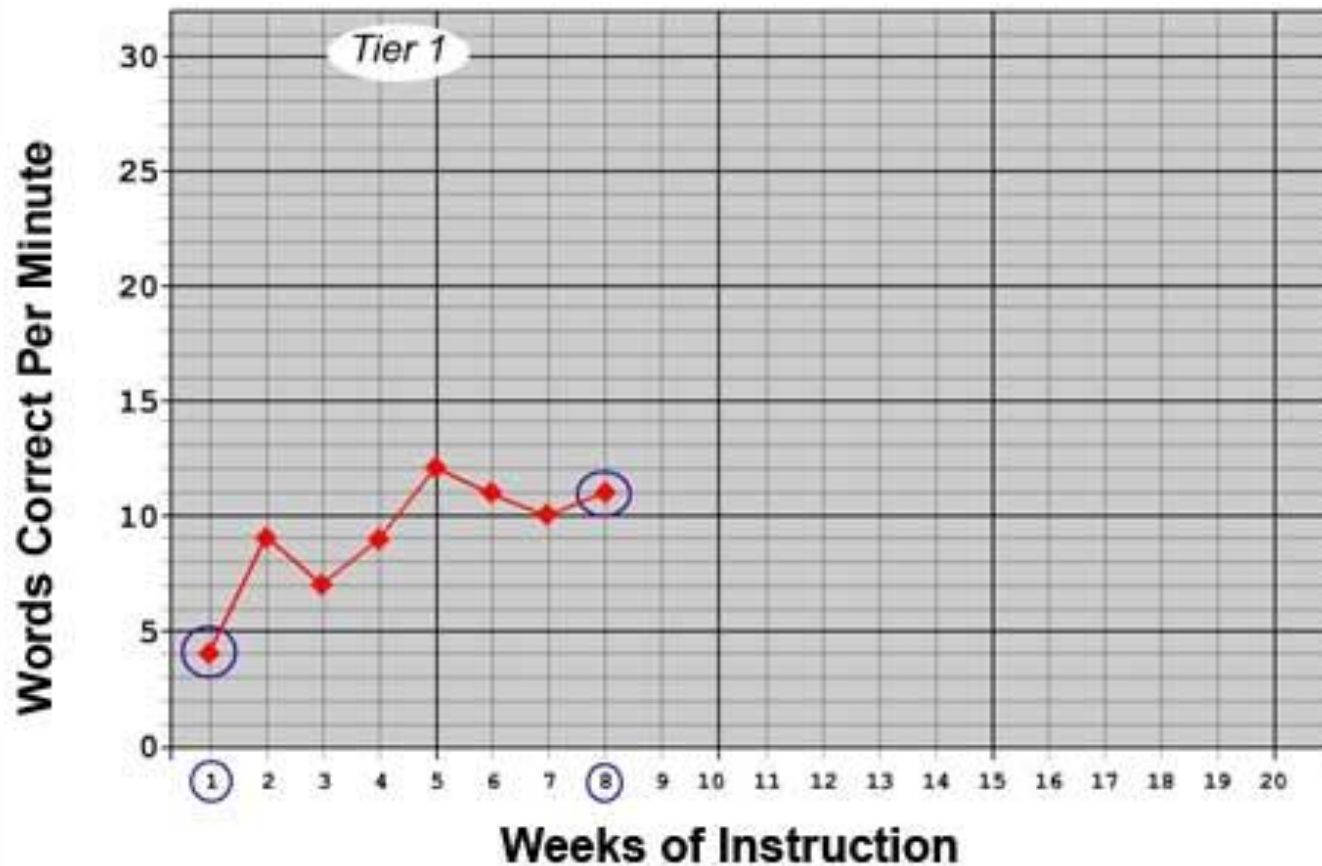
Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

- **Examination of the data on the graph allows teachers to determine whether a student is making adequate progress**

- **Assuming that students are receiving high-quality instruction in Tier 1, those who do not respond adequately are provided additional interventions/support in Tier 2**

Adapted from
http://iris.peabody.vanderbilt.edu/rti02_assessment/cresource.htm

Tier 2 assessment and intervention

- At Tier 2, intervention intensifies (as an add-on to sound instruction in Tier 1) and progress monitoring frequency increases

Sample CBM Progress Monitoring Graph
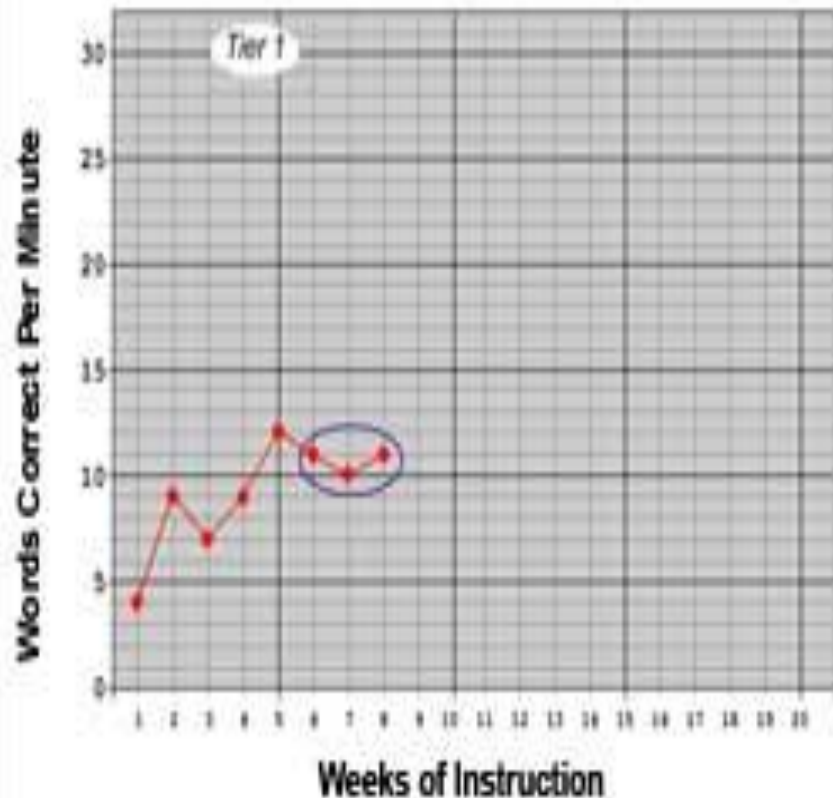
□ **At the end of the progress monitoring period, the teacher compares each student's performance level to the benchmark specified by the measure being used**

Sample CBM Progress Monitoring Graph

- If a student's average score on the last three probes is equal to or greater than the benchmark, the student is responding adequately to instruction.

- On the other hand, if a student's score is less than the specified benchmark, more intensive instruction, like that provided in Tier 3, is warranted.

- **By using data generated through progress monitoring process, you gain information about a student that is objective, measurable, and reportable**

- **When you use data to determine a student's RTI, you begin to see progress/lack of progress in a new, objective light**
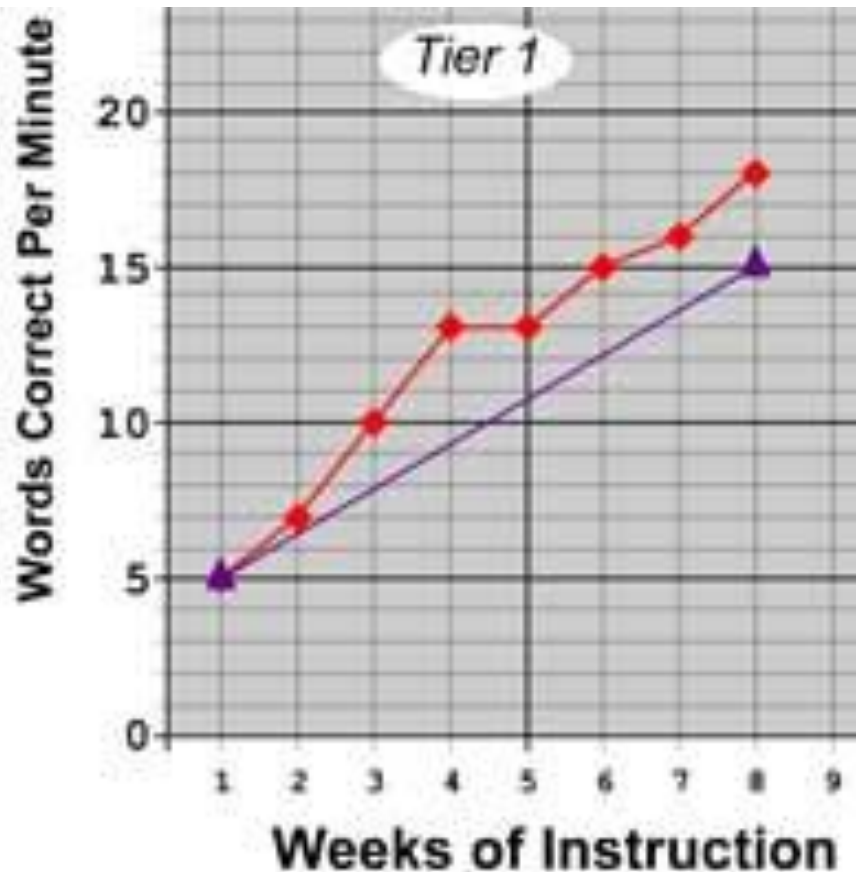
Using data to determine progress
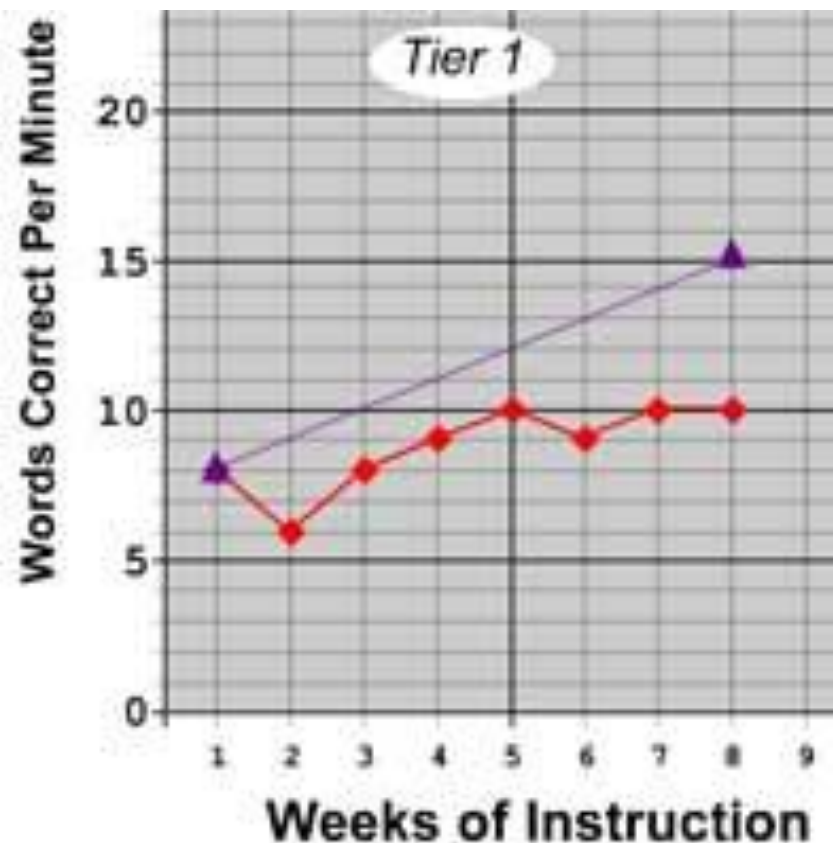
- **Not adequately responding to instruction or intervention**

- **Will receive Tier 3 intervention**

Using data to determine progress

- **Benefiting from instruction or intervention**

- **No instructional changes required**

"When you change the way you look at things, the things you look at change."

Wayne Dwyer

Action plan for screening and progress monitoring data

Assess

Analyze

Act

Assess

- **Teachers need frequent information about students' individual strengths and weaknesses to guide instruction.**
  - **Frequent feedback on student progress to know if what you're doing is working**

Analyze

- **Teachers and school-site administrators need multiple opportunities to reflect on and discuss data.**
  - **PD on how to understand student achievement data**
  - **Structured, data driven discussions focused on achievement gap data**

Act

- **Teachers need structure and support to make targeted changes to meet the needs of all students.**
  - **School-wide focus**
  - **Professional development on how to take action on data**
  - **Collaboration time for teachers to work on best practices**

What have we learned from the places that are improving?

- **No excuses: Everybody takes responsibility for student learning**
- **Student performance isn't blamed on kids and their families.**
- **Embrace state standards and assessments as benchmarks and leverage**
- **Build systems that support all involved**
- **Clear and specific goals**

How to start (NCREL)

1. **Develop a Leadership Team**
2. **Collect and Organize Data**
3. **Analyze Data Patterns to Define Problems/Needs**
4. **Pose Hypotheses**
5. **Set Improvement Goals**
6. **Identify Specific Strategies**
7. **Define Evaluation Criteria**
8. **Make the Commitment to:**
   1. **Adjust Strategies as Necessary**

Mr. Beckwith, a beginning teacher

"…I've really come to understand the need for assessment. Without assessing our students, we really don't know what they know and we don't know what they're learning… Certain approaches that may be effective for most of the class may be leaving one or several students in the dark… I would suspect that they are often capable, but the instruction itself is not meeting their needs. Maybe they need more practice, maybe they need to have the material presented in an alternative form, maybe they just need a little one-on-one instruction from a teacher or a peer."

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Screening and progress monitoring data are used to make decisions at all stages of RTI implementation
- Assessment data must be used to improve student achievement or it is worthless
- Educators must put the data into action to accomplish schoolwide and individual student improvement goals